

Appendix D: Self-Study Questions

The following questions, which have been adapted from the Rhode Island approval process, are designed to assist an institution in the self-study process. While an institution may choose to incorporate its answers directly in the Institutional Portfolio, it is not required.

STANDARD I: Opportunities for Standards -Based Preparation

- What standards have the program established for candidates' use of technology and the ability to integrate technology into their instruction? Where are these expectations integrated into the curriculum? How are they assessed?
- What assessments are used to monitor candidate performance to assure that standards are being met by candidates in distance learning programs? What does the data indicate about the performance of candidates in distance learning programs as compared to candidates in the "traditional" program?

STANDARD II: Collaboration with preK-12 Schools

- How are the field experiences sequenced to build upon one another, and how do these experiences provide the depth of experiences necessary for a beginning teacher?
- In what ways does the program assure that all prospective educators have the opportunity to work with students in a variety of schools, including those that serve culturally, linguistically, and economically diverse students and students with a range of abilities?
- What records are maintained to assure that prospective educators experience a range of placements? What criteria are used to select schools and classrooms as sites for field experiences?
- What is the process for identifying, evaluating, and retaining sites? How is the process of improving the quality of placement sites evaluated, documented and implemented? What documentation supports this?
- What are the criteria used to select practicum supervisors, cooperating teachers? What is the process for identifying, evaluating, and retaining these individuals?
- Describe how the program recruits, prepares, and supports cooperating teachers. What training is provided to serve in these roles? How are they prepared to evaluate candidates with respect to college assessments? How does the program communicate their importance and value of cooperating teachers to individuals who serve in these capacities? In what ways do they benefit from serving in these capacities?
- Describe the partnerships that the institution has established with schools and school districts. What has the program done to make these partnerships mutually beneficial? In what ways do the schools/districts support the programs' work? In what ways do the programs support schools/districts? In what ways do the education faculty, arts and science faculty, and school based personnel work collaboratively to prepare new teachers. How were these partnership forged at the institution and what is done to sustain them? What evidence demonstrates these efforts?
- How do distance learning programs ensure that field experiences are well sequenced, supervised by trained personnel and monitored by the program's faculty?

STANDARD III: System of Assessment

- What are the criteria for assessment (e.g., writing ability, evidence of effective work with children, knowledge of subject matter, ability to plan instruction for a diverse classroom, ability to analyze student work, ability to reflect on own practice)?

- What are the sources of evidence that are reviewed for each criterion (e.g., standardized test results, GPA, classroom observations, portfolios, recommendations)?
- How are assessment results used to counsel candidates throughout the program? What kinds of feedback do they receive in preparation for each formative assessment and as a result of the assessment? In what ways do they perceive the assessments as verification of their progress towards meeting standards?
- How is the institution reviewing and improving the assessment system? What changes have been made to the system and what was the impetus for the change?
- What evaluations of any distance learning programs provide information for use in program improvement? What changes have occurred as a result of these evaluations?

STANDARD IV: Candidate Knowledge, Skills and Dispositions

- In what ways have programs aggregated data from assessments and used these data to make changes to programs?
- How have program completers performed on the PRAXIS tests for the past five years for specific programs? How have the data from these assessments been used to make changes to the programs?

STANDARD V: Commitment to Diversity

- In what ways is the preparation of graduates who are socio-culturally aware and committed to affirming diversity, and specifically culturally responsive educators central to the mission of the institution? What evidence supports the ways in which the institution is committed to these issues? In what ways are issues of equity and diversity explored by the administration, faculty, and students? How has the institution capitalized on diversity of administration, faculty, students, and community to further the education of members of the community? In what ways are issues of diversity central to the intellectual life of the college? What are the greatest challenges to the institution with respect to these issues and how is the institution working to address them?
- Describe the ways in which the curriculum prepares candidates to teach students in each of the following groups and the assessments used to assure that the candidates will be successful:
 - Students from racial and ethnic minority groups
 - Limited English Proficient students/English Language Learners
 - Students with disabilities
 - Economically disadvantaged students
- Describe the ways in which the prospective educators in the educator preparation programs engage in discussions and actions that help them explore issues of diversity in our world and our schools. This can be presented as a curriculum map that identifies specific knowledge, skills, and dispositions and how they are assessed throughout the program. The map can extend beyond educator preparation courses and experiences to identify other aspects of the curriculum that are experienced by all students at the college or university. The description should extend beyond learning about diversity and address teaching for diversity.
 - The ways in which prospective educators expand their own sociocultural awareness, including awareness of their own personal histories, the nature of culture as evolving and having variation within any group, and knowledge of the histories, contributions, and status of various racial and ethnic groups.
 - The ways in which prospective educators develop affirming attitudes towards individuals from diverse backgrounds.

- The ways in which prospective educators develop a commitment to making schools places where all preK-12 students succeed.
- The ways in which prospective educators learn about diverse communities and learn to teach in diverse communities
- Describe the efforts the institution and educator preparation programs have made to recruit hire, support, and retain faculty members who contribute to the diversity of the faculty? Address both the college/university faculty as well as the educator preparation faculty in the response. Describe other opportunities that are provided for prospective educators to interact with and learn from educators whose experiences are different than their own. In what ways has the program tried to recruit faculty from underrepresented groups? Provide specifics about recruitment, search processes, and incentives designed to increase the diversity of the faculty.
- How does the institution ensure that the curriculum provided through distance learning reflects diversity and prepares candidates to work with all students? How does the program ensure that candidates interact with diverse faculty and students? How does the program ensure that candidates work with diverse student populations?

STANDARD VI: Resources

- Identify areas in which the faculty (education, arts and sciences, and PreK- 12) as a collective is noted as scholars, researchers, and service providers. Cite critical publications, ongoing research, and community work from the past 5 years.
- Describe the ways in which the faculty members are involved with practice in preK-12 schools and efforts to improve preK-12 education. Identify the faculty members involved in this work.
- Describe the ways in which the program supports the professional development of the faculty. What are the institution's expectations for continued professional development and how are these evaluated? To what extent do faculty members avail themselves of the opportunities for professional development? What evidence demonstrates that this leads to a more qualified faculty?
- To what extent does the program have the resources necessary (e.g. facilities, equipment, library, curriculum resources, educational technology, and financial) to support a program that meets these standards? Briefly describe the support that programs have received in recent years and identify areas where added resources are needed to advance the programs. Are there standards in this document that the programs were unable to address due to the limited resources? If so, please explain.
- Describe the similarities and differences across educator preparation programs at the institution in terms of their approach to achieving student outcomes, field experiences, instruction, and assessment. What similarities exist across programs and how do they contribute to the coherence across programs? Explain differences that exist, why they exist, and how they enhance rather than detract from program coherence.
- To what extent are the design and delivery of distance learning programs consistent with the mission of the institution and supported by adequate resources?
- How are distance learning candidates provided advisement and access to faculty similar to that provided traditional candidates?
- To what extent is the balance of part-time and full-time faculty, requirements for scholarship and service, and evaluation processes similar for faculty members who teach via distance learning and for other faculty members?
- What technical system is in place to ensure consistent and reliable delivery of a distance learning program and provide necessary security for testing and assessments (e.g., monitoring that the person completing assignments is actually the person enrolled in the program)?

STANDARD VII: Institutional and Program Renewal

- What has the program learned from the graduate and employer surveys? What changes have been made to the programs as a result of this data?
- How is the institution reviewing and improving the assessment system? What changes have been made to the system and what was the impetus for the change?
- Based upon the study of the program as documented in this institutional report, what areas have been prioritized for improvement over the next few years? What is the plan for reaching these goals? In summary, identify the ways in which programs will be different the next time they undergo program review and how the programs will ensure that those changes will take place.